

HIGH SCHOOL MASS MEDIA AND MEDIA LITERACY STANDARDS

Students study the importance of mass media as pervasive in modern life at the local, national, and global levels. Students recognize the impact of mass media messages through news, entertainment, and persuasion on contemporary society. Students analyze and evaluate the history, governance, and ethical issues of mass media to gain a perspective of how influential mass communication has become. Students prepare for their roles as informed and engaged citizens in a democracy. They use media literacy and communications skills to become writers, speakers, or media producers who address content issues and the impact of mass communication. They become knowledgeable consumers of mass media information.

Standard 1 HISTORICAL PERSPECTIVES

Students define, describe, analyze, and evaluate the development, timeline, and function of mass media to gain a perspective of the pervasive and influential effect of mass communication on modern life around the globe.

See the *High School Journalism Standards*: JRN.1.1, JRN.1.2, JRN.1.3, JRN.1.4, JRN.1.5, JRN.1.6, JRN.1.7, JRN.1.8.

Standard 2 MASS MEDIA AND SOCIETY

Students analyze and evaluate the communications models that explain the dynamics of mass media, the nature of the transmissions of cultural contexts or climates, and the impact of mass media on individuals and communities in a society that has a free and independent press.

Mass Media

MMD.2.1 Analyze and evaluate how the major media functions (*inform, entertain, persuade, transmit cultural contexts*) can be explained by mass media models that include:

- active-passive model,
- entertainment-information model,
- content-distribution model, or
- cultural responsibility-free marketplace model.

MMD.2.2 Analyze and evaluate the affect on a democratic society of contrasting media issues that include:

- mainstream media (*television, radio*) vs. new media (*computer, cell phones*),
- mass appeal vs. segment or niche audiences
- right of privacy vs. open access,
- free press vs. national security and classified information
- free speech vs. censorship,
- high school press freedom (*Morse v. Frederick, 2007*), vs. commercial press freedom.

Society

- MMD.2.3** Analyze and evaluate the role of mass media in transmitting cultural contexts or climates, including the following:
- provide a window on the world so that separate cultures can increase awareness of their similarities and differences as well as recognize their interdependence, or
 - segregate society by creating niche audiences where like-minded people limit their exposure to alternative perspectives and reinforce their prejudices.

- MMD.2.4** Analyze and evaluate the effects on a democratic society of images and messages in mass media that model behavior, shape attitudes, and influence worldviews

Standard 3**GOVERNANCE, LAW, AND ETHICS**

Students understand and apply knowledge of government regulations, laws, and ethical principles related to mass communication and the functioning of media in the United States.

Regulation

- MMD.3.1** Explain the impact of specific legislative and Supreme Court decisions affecting mass media that include:
- Congress creates Federal Radio Commission and the equal time rule (1927)
 - Congress creates Federal Communications Commission (1934)
 - Supreme Court Paramount Decision (1948)
 - FCC sets TV standards (1941)
 - Supreme Court Tornillo opinion (1975)

- MMD.3.2** Identify specific legislation and the effect of government deregulation of mass media that include:
- Fairness Doctrine abandoned to free market effect (1987)
 - Telecommunications Act (1996)
 - Internet Indecency Ban not passed and deferred to free market effect (1996, 1999)

Law

See the *High School Journalism Standards*: JRN.2.1, JRN.2.2, JRN.2.3, JRN.2.4.

Ethics

See the *High School Journalism Standards*: JRN.2.5, JRN.2.6, JRN.2.7.

- MMD.3.3** Compare ethical guidelines in the standards or mission statements followed by professional media organizations, such as:
- American Library Association,
 - American Society of Newspaper Editors,

- Association for Education in Journalism and Mass Communications,
- Cellular Telecommunications and Internet Association (*cell phone and Internet content guidelines*),
- Federal Communications Commission (*TV rating system*),
- Motion Picture Association of America (*movie rating system*),
- The Poynter Institute (*media studies*), or
- Society of Professional Journalists.

Standard 4

MEDIA LITERACY

Students use their comprehension skills, knowledge base, and information from various media sources to develop a broad perspective that enables them to analyze and evaluate the meanings of mass communication messages they encounter.

Structural Features of Mass Media Forms

MMD.4.1 Analyze the structure and format of various mass media stories, including media convergence formats, and explain how the features are used to achieve the purposes of the writer, reporter, announcer, or producer for an intended audience.

Media Analysis

See the *High School Journalism Standards*: JRN.3.1, JRN.3.2, JRN.3.4, JRN.3.4.

Comprehension Skills and Knowledge Base

MMD.4.2 Identify and describe the information in a media story or report that answers *who, what, where, when, why, and how* questions and explain the purpose and audience.

MMD.4.3 Identify, describe, and connect the theme, images, interviews, setting, major inferences, supporting details or evidence found in a media story that are used to provide a closing summary.

MMD.4.4 Identify, describe and connect the main ideas, images, major inferences, historical background, facts, evidence, or relationship of cause-and-effect found in an informational media report that are used to draw conclusions.

MMD.4.5 Compare and contrast several versions of the same media story or report over a period of time (*several days, week, month, several months*) and across the same channel of communication (*print, radio, television, Internet, cellular*).

MMD.4.6 Demonstrate the accuracy of the information in a media story or report by doing a fact trace-and-check with sequence flow charts or timelines that include:

- historical background,
- quantity and frequency of coverage,
- number and kinds of sources cited,
- quantity and frequency of credible opposing data, and
- then-and-now comparisons.

MMD.4.7 Analyze the implicit or explicit assumptions and beliefs about a subject in a media story or report.

MMD.4.8 Determine, explain, and compare the importance of a mass media story or report based on its prominence (*location and amount of space or time given to the story or report*) across different media forms or channels of communication.

Critical Process

MMD.4.9 Evaluate an argument or defense of a claim in a media story or report by examining the relationship between generalizations and evidence or images, by the comprehensiveness of evidence or images, and the way in which the intent affects the structure and tone of the media story or report.

MMD.4.10 Critique the power, validity, and truthfulness of arguments set forth in a media story or report; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address audience concerns and counterclaims.

MMD.4.11 Critique the point of view or perspective of sources cited in a media story or report by examining background information that includes mission statements, goals, or interests of the entity (*business, government, non-profit organizations, self, foreign interests*) represented by the spokesperson.

Standard 5

WRITING ABOUT MASS MEDIA

Students write, present, or produce narrative, informational, and persuasive compositions or presentations in response to their analysis and evaluation of media stories and reports. Student writing and presentations demonstrate a command of Standard English and the research, organizational, and process strategies necessary for an effective composition or presentation. Writing and presentations demonstrate critical thinking and an awareness of the intended audience and purpose.

MMD.5.1 Write a biographical composition or deliver a multimedia biographical sketch of a celebrity, famous person, or person of importance as a response to interviews, human interest stories, images or events or performances, and information reports from multiple media sources about the person.

- Narrate a sequence of events and communicate their significance to the intended audience.
- Locate scenes and incidents in specific places.
- Describe with specific details and actions that capture the personality, character, and influence of the person.
- Pace the presentation of actions to accommodate changes in time and mood.

MMD.5.2 Write an academic essay or deliver a multimedia presentation (*analytical composition, a summary, an explanation, a description, or a literary analysis*) on a current issue or controversy that has received extensive mass media coverage.

- Develop a thesis.
- Create an organizing structure appropriate to purpose, audience, and context.
- Include accurate information from primary and secondary sources and exclude extraneous information.

- Make valid inferences.
- Support judgments with relevant and substantial evidence and well-chosen details.
- Use technical terms and notations correctly.
- Provide a coherent conclusion.

MMD.5.3 Write a summary or deliver a multimedia presentation response to media reviews of art exhibits, musical concerts, theatrical events, books or films.

- Demonstrate a comprehensive understanding of the significant ideas presented.
- Analyze the images and themes that are unique to what is being reviewed.
- Demonstrate an understanding of how the media reviews impact specific audiences.
- Provide a conclusion that evaluates what is being reviewed and the quality of the media review.

MMD.5.4 Write a persuasive essay or deliver a multimedia persuasive presentation that formulates a clear point of view drawn from the examination of the pros and cons in media editorials, opinion columns, and commentaries about a current issue or controversy that has received extensive mass media coverage.

- Analyze and evaluate the problems and solutions and causes and effects in the media coverage.
- Organize ideas and arguments in a coherent, logical fashion using inductive or deductive arguments.
- Support assertions by appealing to logic through reasoning; by appealing to emotion or ethical belief; or by using personal anecdotes, case studies, or analogies.
- Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
- Anticipate and address the concerns and counterarguments of the audience.

MMD.5.5 Use varied and extended or technical and scientific vocabulary or language that is appropriate for writing or presentation style, different purposes, and a variety of audiences.

Standard 6 RESEARCH

Students use their researching skills to examine, analyze, and evaluate issues and topics that have received coverage in the mass media and that are of importance at the local, state, national, and global levels. Students write research reports or deliver multimedia presentations that use a systematic research process (defines the topic, gathers information, determines credibility, reports findings). They examine the impact of both media convergence and media research on the quality of mass media information.

- MMD.6.1** Write historical investigation reports or deliver multimedia presentations on current issues or topics that have received extensive coverage in the media.
- Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
 - Analyze several historical records, examining critical relationships between elements of the issue or topic.
 - Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - Include information from all relevant perspectives and take into consideration the validity and reliability of sources.
 - Include a formal bibliography with the written report or a separate appendix with the multimedia presentation.
- MMD.6.2** Write a research report or deliver a multimedia presentation on the significance and impact of media convergence or other recent technological innovations on the delivery of quality mass media information.
- Use information from a variety of sources (*books, technology, multimedia*), distinguish between primary and secondary documents, and document sources independently by using a consistent format for citations and attributions.
 - Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research questions.
 - Demonstrate that sources have been evaluated for accuracy, bias, and credibility.
 - Incorporate numeric data, charts, tables, and graphs.
 - Organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's own ideas from the ideas of others, and include a bibliography (Works Cited).
- MMD.6.3** Write a research report or deliver a multimedia presentation on the importance of media research (*quantitative methods, survey data, polling, ratings*) to the quality of mass media information.
- Use information from a variety of sources (*books, technology, multimedia*), distinguish between primary and secondary documents, and document sources independently by using a consistent format for citations and attributions.
 - Synthesize information gathered from a variety of sources, including technology and one's own research, and evaluate information for its relevance to the research questions.
 - Demonstrate that sources have been evaluated for accuracy, bias, and credibility.
 - Incorporate numeric data, charts, tables, and graphs.
 - Organize information by classifying, categorizing, and sequencing, and demonstrate the distinction between one's own ideas from the ideas of others, and include a bibliography (Works Cited).

Standard 7**CONSUMERS OF MASS MEDIA INFORMATION**

Students study the connection between journalism and civics to help them become knowledgeable consumers of mass media information and prepare for their roles as informed citizens in a democratic society.

- MMD.7.1** Identify the rights and responsibilities of citizenship (*voting, peaceful assembly, paying taxes, complying with local, state, and national laws*) and describe how frequent access and critical analysis of mass media information can enhance the ability to make informed choices when exercising the rights of citizenship.
- MMD.7.2** Engage actively with and evaluate frequently multiple sources of information that include:
- news and information available through mass media or media convergence,
 - media research, consumer information, and ratings systems,
 - archived information and primary and secondary historical documents,
 - public records and online information about voting records of elected officials, and
 - announcements and summaries of public forums or meetings.
- MMD. 7.3** Demonstrate how citizens can actively participate in their democratic society by:
- voting in elections at the local, state, and national levels,
 - volunteering to help during elections and community events,
 - educating others about democratic institutions and cultural and historical heritage,
 - providing feedback to elected officials, consumer organizations, and corporations or businesses providing services,
 - writing editorials or commentaries and asking questions of sources, and
 - commenting or speaking about issues and concerns at public meetings or forums.